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ABSTRACT

To develop and validate role-specific ideal behaviors of secondary school principals in Lebanon, this study surveyed 14 private and 6 public Lebanese secondary schools. In the first stage of the six-week data collection process, interviews with principals, teachers, and students resulted in a list of 25 role-specific behaviors for principals which was narrowed in stage 2 to 20 according to their relative importance as indicated by those interviewed. The final stage involved ratings of the extent to which principals actually practiced or exhibited such behaviors, and rankings of their importance specifically for Lebanese secondary school principals. Survey results, indicated in 10 tables, reject the study's two initial hypotheses that no significant differences exist among principals', teachers', and students' perceptions regarding either the importance or rankings of the proposed role-specific behaviors in private and public schools. Principals' and teachers' perceptions differed significantly from those of students, whose ratings of principals were unrealistically high. Of the nine role-specific behaviors agreed upon by all respondents, all but two focused on administrative tasks and skills. (JBM)

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ASSESSMENT OF IDEAL AND ACTUAL PRINCIPALS' ROLE-SPECIFIC BEHAVIORS IN LEBANESE SECONDARY SCHOOLS

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Little disagreement can be found among scholars and practitionars regarding what the school principal's ideal role-specific behaviors should be. To be considered successful, the principal is generally expected to be an instructional leader who manifests skill and influence in areas of curriculum development, pupil personnel, staff personnel and community-school activities. Equally important is the expectation relating to the principal's ability to demonstrate administrative skills and personal maturity in areas such as decision making, planning, organizing, communicating, coordinating and evaluating. In short, and ideally, the principal is expected to be almost all things to almost all the people in almost all the situations.

In real school situations, however, research has consistently shown that in today's schools the principal's functional role-specific behavior is far from being ideal (Gillegen, 1980; Swan, 1980). Depending on the enrolment growth of a particular school or a particular school district, most principals find themselves 'administering' and not 'leading'. Time constraints, financial limitations, leadership style, extent of training in instructional supervision, and the degree of personal committment to education are all factors which influence the quality with which the principal exerts both instructional leadership and administrative skill. A frequently repeated theme by practitionars is that what they wish to do in their school settings is often at great variance with what they actually do.

On the other hand, little agreement can be found among theorists in the social and behavioral sciences of just how the principal should behave on the job. Theories of leadership

effectiveness continue to suggest contradictory postulates as to whether there is an effective style (personality or behavior) that fits particular situations and/or an effective style that fits all situations (Fiedler, 1967; Hersey & Blanchard, 1982; Theodory, 1982). In fact, one can observe, with confidence, that the concept of leadership effectiveness today remains as elusive as it once was in the late thirties: The concept has been 'bed-ridden in intensive care' suffering from serious recurrent attacks of methodological and cultural inhibitions and illusions.

Seeking a way out, educators have recently begun relying heavily on ethnographic methodologies to transcribe the role-specific behaviors of principals (eg. Morris et al, 1982). Methodological defects, however, have beleaguered such ethnographic studies making it difficult to replicate them in varying cultures (Rowan et al, 1982). Of course, this is not to say that ethnography, if adequately used, will not provide significant assistance to educators' understanding of which behaviors can help principals become effective or ineffective; but rather that ethnographic generalizations due to the nature of their culture-specific attributes, can't be universally adopted.

The above dilemna has become compounded in countries such as Lebanon. Little empirical data is currently available about the principalship in such countries. This, no doubt, has contributed to the lack of a necessary conceptual baseline which can be used to evaluate the validity of any or all of the findings emmanating from Western theories and experiences. Hence, the purpose of this study was to begin at the 'very beginning' by developing and validating role-specific ideal behaviors pertinent to the functions and tasks of the secondary school principal in Lebanon. More specifically, this study aimed at 1. Identifying role-specific behaviors necessary for the successful

(effective) secondary school principal in Lebanon as perceived by Lebanese principals, teachers and students, 2. Determine the degree of importance attached to each of the behaviors by principals, teachers and students in both the private and public school sectors, 3. Determine the extent to which principals, teachers and students believe these role-specific behaviors are actually exhibited in Lebanon's schools and 4. Develop ideal role-specific behaviors as perceived and rank-ordered by principals, teachers and students respectively.

Accordingly, it was hypothesised that: H_1. No significant differences exist among principal, teachers' and students' perceptions regarding the importance of the proposed role-specific behaviors in private and public schools and; H2. No significant differences exist among principals', teachers' and students' perceptions/rankings of the ideal role-specific behaviors.

METHOD

Design

This study utilized the multi-stage stratified sampling design to select a representative school sample as well as a representative population sample. After stratifying secondary schools according to type (private or public) and location (urban or rural), 20 secondary schools were selected from all of Lebanon. Due to the limited scope of this paper, no analysis was attempted of the various effects produced by the location of the schools.

Population Sample

The population sample (n = 801) consisted of principals (n = 20), teachers (n = 178) and students at the secondary school level (n = 603). Secondary school classes included in the sample are the equivalence of the 11th and 12th grades in American high schools. Of the principals, 14 were in the private

sector and 6 in the public one; of the teachers, 129 in the private sector and 49 in the public one; and of the students, 418 in the private sector and 185 in the public one. The response rate varied from one stage to another and from one sub-population to another.

Stages of Data Collection

Three seperate field visitations were necessary to collect the data, all completed within 6 weeks.

First Stage

In this stage, trained field investigators interviewed Ss (n = 801). The interview consisted of open-ended questions focusing on what Ss considered to be necessary role-specific behaviors of secondary school principals in Lebanon. The research used Bilby et al's (1972 notion of "role specificity" to categorize and itemize in a uniform manner Ss perceptions of role-specific behaviors. The end result was a list of 25 role-specific behaviors written in Arabic, English and French. Twenty-five judges or experts consisting of professors, practitioners and students were invited to examine the face and content validity of the behaviors in all three languages.

Second Stage

In this stage, Ss rated the importance of each of the 25 behaviors on a 4 point-Likert scale. Role-specific behaviors with cumulative rating means of 3 or above were maintained. All other behaviors were arbitrarily dropped. The new list consisted of 20 role-specific behaviors. Ss were also asked to contribute new items, if deemed necessary.

Third Stage

In this stage, Ss were asked to: 1. Rate each of the 20 behaviors on a 4 point-Likert scale indicating the extent to which they beleived Lebanese principals actually practise or

exhibit such behaviors. Here, ratings of Ss represented their perceptions of the actual functions and tasks of Lebanese Secondary school principals and 2. Rank-order each of the behaviors in accordance to their importance for the successful Lebanese Secondary school principal. The rankings here reflected Ss perceptions of what is expected of the school principal, in a prioritized fashion, to be successful in Lebanon.

RESULTS

First Stage

Table one shows the role-specific behaviors which were suggested by the Ss in the study. These items consisted of Leadership behaviors (eg. supervise and evaluate teaching methods) and administrative behaviors (eg. Allocate classrooms for every class).

Table one here

The above role-specific behaviors reflected Ss varying perceptions of what principals in Lebanon actually do and/or should do. Such perceptions, no doubt, reflected the varying degrees of training, cultural biases, educational orientations (American, European, Eastern) and educational experiences of the respondents. The behaviors, therefore, represented a wider spectrum than one would have expected to exist in any of the Lebanese schools.

Second Stage

A two-way ANOVA was used to investigate whether or not principals, teachers and students differed in their ratings of the role-specific behaviors. Table two shows several significant F values.

Table two about here

In examining the specific differences among the ratings

of principals, teachers and students (H_1), comparisons were made between principals and teachers; principals and students; and teachers and students. The t-test was used in each of these cases.

Table 3 shows rating differences between principals and teachers regarding each of the role-specific behaviors.

Table 3 about here

Significant differences were shown in just two role-specific behaviors namely item 3 (Recruit new teachers) and item 18 (Encourage creativity in students and teachers). Here, principals considered both behaviors more important (item 3, $\bar{X}$ = 3.81; item 18, $\bar{X}$ = 3.86) than did the teachers (item 3, $\bar{X}$ = 3.10; item 18, $\bar{X}$ = 3.49).

Table 4 shows the differences between principals' and students' perceptions of the role-specific behaviors.

Table 4 about here

Significant differences were shown on five role-specific behaviors namely, item 2 (Allocate responsibilities among teachers); item 3 (Recruit new teachers); item 8 (Appropriate school spending); item 18 (Encourage creativity in students and teachers). Principals rated these behaviors as more important than students did (item 2, $\bar{X}$ = 3.81 and 3.19 respectively; item 3, $\bar{X}$ = 3.81 and 2.76; item 8, $\bar{X}$ = 3.14 and 2.76; item 18, $\bar{X}$ = 3.86 and 3.50; and item 20, $\bar{X}$ = 3.71 and 3.29).

Table 5 shows differences of perceptions between teachers and students regarding the role-specific behaviors of principals.

Table 5 about here

Several significant differences were shown between teachers

and students. Teachers' mean ratings were significantly higher than students' on item 2 (Allocate responsibilities among teachers); item 13 (Invite teachers' contribution to the decision making process); item 14 (Support teachers' union activities); item 15 (Improve teaching methods of the faculty by training); item 17 (Participate in school activities); item 20 (Plan meetings between parents and teachers); and item 25 (Be aware of community and social changes). Rating means for teachers and students respectively were: item 2, 3.61 and 3.19; item 13, 3.68 and 3.31; item 14, 3.36 and 3.17; item 15, 3.43 and 3.18; item 17, 2.99 and 2.79; item 20, 3.59 and 3.29; and item 25, 3.47 and 3.27.

On the other hand, students attached more importance than teachers to item 6, (Maintains students'files); item 7, (Prepare/ propose school budget); item 12, (Secure medical and recreational services); and item 16, (organize school activities). Rating means for students and teachers respectively were: item 6, 3.04 and 2.66; item 7, 2.99 and 2.78; item 12, 3.32 and 3.02; and item 16, 3.21 and 2.95.

In comparaing the differences between principals, teachers and students in the private school sector and those in the public sector, significant differences were shown in seven items.

Table 6 about here

Private schools attached more importance than public ones to item 1, (Organize school programs); item 3, (Recruit new teachers); item 4, (Appoint new teachers); item 6, (Maintain students' files); item 9, (Allocate classrooms for every class level/section); item 12, (Secure medical and recreational services); and item 16, (Organize school activities).

Mean ratings for Ss in the private and public schools respectively were: item 1, 3.34 and 3.05; item 3, 3.18 and 2.75; item 4, 293 and 2.38; item 6, 3.02 and 2.70; item 9, 3.04 and 2.82;

item 12, 3.31 and 3.05 and item 16, 3.19 and 3.00.

As for item 7, (Prepare/propose school budget), Ss in public schools attached more importance to it than did Ss in private schools ($\bar{x}$ = 3.14 and 2.85 respectively).

According to the above, H_1 was rejected. Role-specific behaviors which received mean ratings of 3 or more were maintained. Table 7 shows those behaviors which were considered for analysis in the third stage. Added to the original list of 25 role-specific behaviors were three behaviors suggested by the majority

Table 7 about here

of the sample (n = 402) in the second stage; each received a cumulative mean rating of 3 or above. The new role-specific behaviors were: 1. Disseminate educational materials, 2. Listen to students' opinions and remarks and 3. Help students and teachers in personal problems.

On the other hand, eight role-specific behaviors which did not attain the arbitrary required mean were dropped from the list. These were items 4,6,7,8,9,10,17 and 19.

Third Stage

When asked to rate each of the remaining 20 behaviors (on a 4 point-Likert scale) so as to indicate the extent to which secondary school principals actually practise such behaviors, students differed sharply from teachers and principals. Table 8 shows that students' mean ratings at the 3.54 mark or higher while teachers' and principals' mean ratings did not exceed the 2.81 mark.

Table 8 about here

When asked to rank-order these role behavior in accordance to which is most or least important in an ideal school situation, varying rankings were made by sub-popular samples.

Table 9 about here

Item 1 (Organize school programs) had the lowest mean rank (7.94) of all the items and was, therefore, ranked as the most important role-specific behavior by principals and teachers. Students instead, felt that item 2 (allocation of responsibilities among teachers) is most important for the Lebanese principal; teachers sharply disagreed with students while principals considered this behavior as the second most important one. Principals as 'disseminators of educational materials' was the second most important behavior for teachers and the fourth most important behavior for principals and students alike.

Item 13 (Encourage creativity in students and teachers) occupied the least important rank for principals (rank mean: 13.60). Teachers and students, however, considered items 19 and 20 (Be aware of community social changes and help students and teachers in personal problems) as the least important (rank mean for item 19: 13.52 and 11.99 respectively; for item 20: 13.65 and 13.44 respectively).

Significance tests on item mean rank differences (Kruskal-Wallas, chi-square) showed that only nine items were not significantly different: Item 1 (Organize school programs); item 5 Disseminate educational materials); item 6 (Maintain discipline and resolve conflicts), item 11 (Organize school activities); item 13 (Encourage creativity in students and teachers); item 14 (Plan meeting between parents and teachers; item 16 (Represent superiors and execute educational policies); item 17 (Encourage research); and item 18 (Present recommendations/ suggestions to superiors for the purpose of school improvement (table 10). Accordingly H_2 was also rejected.

Table 10 about here

DISCUSSION

First Stage

Role-specific behaviors generated in this study leave little

doubt as to what the secondary school principal should do in order to be successful in Lebanon. Unrealistic as they may seem, the twenty-five proposed role-specific behaviors represented a wide baseline of perceptions in the private and public school sectors. Being the first such study of the principalship in Lebanon, the role-specific behaviors reflected the cumulative end-result of almost forty years of experience in schooling since Lebanon's Independence.

Clearly, the majority of the suggested role-specific behaviors focused on the principals' administrative duties. Behaviors such as: allocate responsibilities among teachers; allocate classrooms for every class level/section; plan meetings between parents and teachers and; represent superiors and execute educational policies. Although the nature or quality of thse behaviors can't be determined by the statements above, one can easily agree that they represent universal attributes of the principalship.

Significantly, however, respondents' perceptions of the Leadership role of the principal presented new concepts to the Lebanese school scene. Importantly, the concepts of supervision (item 5), training (item 15), counselling (item 21) and research (item 23) are practically non-existent or unknown by most in Lebanese schools. If anything, the emergence of these behaviors represented a serious awareness of, and therefore, desire for a redefinition of the principal's role in Lebanon. Ironically, this strong desire for change may be attributed to the unfreezing of several traditional beliefs and practices, prompted by the civil strifein Lebanon. This is especially true in education.

Second Stage

Obvious significant differences appeared between the perceptions of principals and teachers on the one hand and students on the other. These differences presented a serious gap between the 'educators' and the 'educated'. Both groups demonstrated varying needs reflecting the extent to which each is cognizant of or deeply embedded in administration and/or instruction. Perhaps this can be

explained in two ways: The first indicates the high degree of uninvolvement of Lebanese students in school life and in particular the almost complete lack of student councils. Students are clients who must be given only what they are there for , namely, learning. The second is related to the attitude of students regarding why these are at school. To many students, the school (principals and teachers) serve as a temporary mechanism for transfer into universities or careers. The objective here is to 'learn' well so as to pass the government exams.

Noticeably, the respondents added three behaviors, two of which were reflective of the extended family and or 'school as an extension of the home' concept (eg. 'listen to students' opinions and remarks' and 'help students and teachers in personal problems'). These behaviors are reminiscent of the school 'spirit' before the erruption of the civil war.

Third Stage

In rating the role-specific behaviors as to the extent they are actually practised, principals and teachers were quite realistic in their perceptions while students were not. For principals and teachers none of the behaviors received a rating mean higher thean 2.81. For students the mean was 3.54 or higher. This, again, reflected students' distance from what goes on in the school and principals'/teachers' unhappiness with the present situation.

In ranking the role-behaviors, significant differences were shown on eleven items. Here the concepts of training teachers (item 10), supervise teachers (item 4), listen to students and teachers (item 12) and help students and teachers (item 20) were among few that the population sample could not agree upon. Indeed, the variance between principals/ teachers and students could have been the cause for these differences. Whether or not such a variance will decline if students were more involved in school affairs can't be assessed now.

It is important, however, to examine the nine role-specific behaviors which received agreement by all respondents, namely items 1,5,6,11,13,14,16,17 and 18. With the exception of the items on 'Dissemination of educational materials' and 'Encourage research' all the items focus on administrative tasks and skills. This is, of course, not to say that respondents gave less value to the instructional leadership aspect of the principal, but rather agreed to those behaviors which they are currently familiar with.

The implications of this study to the curriculum developer, students of administration and government policy makers are many. For one, we now know about the varying views and expectations of principals, teachers and students regarding role-specific behaviors of Lebanese secondary school principals. The present role-specific behaviors represent parameters within which the educator and the scholar should cater his/her efforts to. The variance between what is actually practised and what ideally should be exhibited can now help the policy maker plan for the needed reform.

Strikingly, the differences between the perceptions of those working in the private sector and those in the public one emanated from the fact that both are two different systems catering to the same client, with a unifying purpose. In Lebanon, the public school system has always been the "underdog". With depleted resources, the public schools have always suffered from entropy and hence developed very little.

Table 1

Role-Specific Behaviors as Perceived By

Principals, Teachers and Students in the Sample.

Item No.	Role-Specific Behaviors
1	Organize school programs
2	Allocate responsibilities among teachers
3	Recruit new teachers
4	Appoint new teachers
5	Supervise and evaluate teaching methods
6	Maintain students' files
7	Prepare/propose school budget
8	Appropriate school spending
9	Allocate classrooms for every class level/section
10	Supervise the school facilities and its maintenance
11	Maintain discipline and resolve conflicts
12	Secure medical and recreational services
13	Invite teachers' contribution to the decision making process
14	Support teachers' union activities
15	Improve teaching methods of the faculty by training
16	Organize school activities
17	Participate in school activities
18	Encourage creativity in students and teachers
19	Utilize creativity of students and teachers
20	Plan meetings between parents and teachers
21	Organize a school counseling program
22	Represent superiors and execute educational policies
23	Encourage research
24	Present recommendations/suggestions to superiors for the purpose of school improvement
25	Be aware of community social changes

Table 2

Differences in Ratings Among Principals, Teachers, and Students in a Two-way ANOVA

Item Number	Role-specific Behavior	F Value
1	Organize school programs	1.70
2	Allocate responsibilities among teachers	12.33**
3	Recruit new teachers	6.99*
4	Appoint new teachers	2.41
5	Supervise and evaluate teaching methods	1.87
6	Maintain students' files	4.96*
7	Prepare/propose school budget	3.48*
8	Appropriate school spending	1.37
9	Allocate classrooms for every class level/section	0.33
10	Supervise the school facilities and its maintenance	0.07
11	Maintain discipline and resolve conflicts	1.48
12	Secure medical and recreational services	4.81*
13	Invite teachers' contribution to the decision making process	10.24*
14	Support teachers' union activities	3.67*
15	Improve teaching methods of the faculty by training	3.65*
16	Organize school activities	2.85*
17	Participate in school activities	3.32*
18	Encourage creativity in students and teachers	2.50
19	Utilize creativity of students and teachers	0.84
20	Plan meetings between parents and teachers	8.80*
21	Organize a school counseling program	1.23
22	Represent superiors and execute educational policies	0.08
23	Encourage research	0.83
24	Present recommendations/suggestions to supervisors for the purpose of school	1.74
25	Be aware of community social changes	3.84*

* $p \leq .05$

Table 3

Differences in the Ratings of Each Role-Specific Behavior Between Principals and Teachers in The Sample (n = 176)

Item Number	Role-specific behaviors	t-value
1	Organize school programs	1.02
2	Allocate responsibilities among teachers	1.61
3	Recruit new teachers	5.58*
4	Appoint new teachers	1.66
5	Supervise and evaluate teaching methods	1.58
6	Maintain students' files	0.44
7	Prepare/propose school budget	1.36
8	Appropriate school spending	1.78
9	Allocate classrooms for every class level/section	1.35
10	Supervise the school facilities and its maintenance	0.13
11	Maintain discipline and resolve conflicts	1.88
12	Secure medical and recreational services	0.09
13	Invite teachers' contribution to the decision making process	1.48
14	Support teachers' union activities	1.32
15	Improve teaching methods of the faculty by training	0.23
16	Organize school activites	0.47
17	Participate in school activities	0.52
18	Encourage creativity in students and teachers	3.73*
19	Utilize creativity of students and teachers	0.20
20	Plan meetings between parents and teachers	0.60
21	Organize a school counseling program	0.08
22	Represent superiors and execute educational policies	0.27
23	Encourage research	0.07
24	Present recommendations/suggestions to supervisors for the purpose of school improvement	0.07
25	Be aware of community social changes	0.04

* $p \leq .05$, one-tailed

Table 4

Differences in the Ratings of Each Role-Specific Behavior Between Principals and Students in The Sample (n = 444)

Item Number	Role-specific behaviors	t-value
1	Organize school programs	1.89
2	Allocate responsibilities among teachers	5.10*
3	Recruit new teachers	8.11*
4	Appoint new teachers	1.86
5	Supervise and evaluate teaching methods	1.08
6	Maintain students' files	1.98
7	Prepare/propose school budget	0.59
8	Appropriate school spending	2.14*
9	Allocate classrooms for every class level/section	1.08
10	Supervise the school facilities and its maintenance	0.04
11	Maintain discipline and resolve conflicts	1.11
12	Secure medical and recreational services	1.58
13	Invite teachers' contribution to the decision making process	0.73
14	Support teachers' union activities	0.52
15	Improve teaching methods of the faculty by training	0.93
16	Organize school activities	0.76
17	Participate in school activities	0.72
18	Encourage creativity in students and teachers	4.12*
19	Utilize creativity of students and teachers	0.31
20	Plan meetings between parents and teachers	2.10*
21	Organize a school counseling program	0.57
22	Represent superiors and execute educational policies	0.25
23	Encourage research	0.43
24	Present recommendations/suggestions to supervisors for the purpose of school improvement	0.33
25	Be aware of community social changes	1.75

* $p \leq .05$, one-tailed

Table 5

Differences in the Ratings of Each Role-Specific Behavior Between Teachers and Students in the Sample (n = 580)

Item number	Role-Specific Behaviors	t-value
1	Organize school programs	1.46
2	Allocate responsibilities among teachers	5.43*
3	Recruit new teachers	1.00
4	Appoint new teachers	0.28
5	Supervise and evaluate teaching methods	1.40
6	Maintain students' files	3.69*
7	Prepare/propose school budget	1.98*
8	Appropriate school spending	0.40
9	Allocate classrooms for every class level/section	0.61
10	Supervise the school facilities and its maintenance	0.35
11	Maintain discipline and resolve conflicts	1.51
12	Secure medical and recreational services	3.47*
13	Invite teachers' contribution to the decision making process	5.76*
14	Support teachers' union activities	2.07*
15	Improve teaching methods of the faculty by training	3.09*
16	Organize school activities	3.16*
17	Participate in school activities	2.28*
18	Encourage creativity in students and teachers	0.19
19	Utilize creativity of students and teachers	1.49
20	Plan meetings between parents and teachers	4.19*
21	Organize a school counseling program	1.25
22	Represent superiors and execute educational policies	0.08
23	Encourage research	1.10
24	Present recommendations/suggestions to superiors for the purpose of school improvement	1.31
25	Be aware of community social changes	3.01*

* $p \leq .05$, one-tailed

Table 6

Differences in the Ratings of Each Role Specific Behavior Between Principals, Teachers and Students in Private Schools and those in Public Schools (n = 601)

Item Number	Role-specific Behaviors	t-value
1	Organize school programs	3.30*
2	Allocate responsibilities among teachers	0.77
3	Recruit new teachers	4.48*
4	Appoint new teachers	5.26*
5	Supervise and evaluate teaching methods	1.85
6	Maintain students' files	3.31*
7	Prepare/propose school budget	3.18
8	Appropriate school spending	1.51
9	Allocate classrooms for every class level/section	2.26*
10	Supervise the school facilities and its maintenance	0.90
11	Maintain discipline and resolve conflicts	1.35
12	Secure medical and recreational services	3.14*
13	Invite teachers' contribution to the decision making process	0.39
14	Support teachers' union activities	0.57
15	Improve teaching methods of the faculty by training	1.21
16	Organize school activities	2.29*
17	Participate in school activities	0.04
18	Encourage creativity in students and teachers	1.10
19	Utilize creativity of students and teachers	0.34
20	Plan meetings between parents and teachers	1.13
21	Organize a school counseling program	1.23
22	Represent superiors and execute educational policies	0.27
23	Encourage research	1.36
24	Present recommendations/suggestions to superiors for thepurpose of school improvement	0.80
25	Be aware of community social changes	0.35

* $p \leq .05$, one-tailed

Table 7

Role-Specific Behaviors Which Received a Cumulative Rating Mean of 3 or more

Item Number	Role-specific behaviors	New item Numbers *
1	Organize school programs	1
2	Allocate responsibilities among teachers	2
3	Recruit new teachers	3
5	Supervise and evaluate teaching methods	4
-	Disseminate educational materials	5
11	Maintain discipline and resolve conflicts	6
12	Secure medical and recreational services	7
13	Invite teachers' contribution to the decision making process	8
14	Support teachers' union activities	9
15	Improve teaching methods of the faculty by training	10
16	Organize school activities	11
-	Listen to students' opinions and remarks	12
18	Encourage creativity in students and teachers	13
20	Plan meetings between parents and teachers	14
21	Organize a school counseling program	15
22	Represent superiors and execute educational policies	16
23	Encourage research	17
24	Present recommendations/suggestions to superiors for the purpose of school improvement	18
25	Be aware of community scoial changes	19
-	Help students and teachers in personal problems	20

- Items added by Ss in the second stage

* The new item numbers will be used in the tables presented in the third stage

Table 8

Mean Ratings By the Population Sample of

Lebanese Principals' Actual Practice of Role-Specific

Item Number	Role-Specific Behaviors	Principals mean	Teachers mean	Students mean
1	Organize school programs	2.71	2.72	3.54
2	Allocate responsibilities among teachers	2.62	2.7	3.54
3	Recruit new teachers	2.81	2.73	3.55
4	Supervise and evaluate teaching methods	2.81	2.73	3.55
5	Disseminate educational motivates	2.81	2.73	3.55
6	Maintain discipline and resolve conflicts	2.76	2.73	3.55
7	Secure medical and recreational services	2.81	2.73	3.54
8	Invite teachers' contribution to the decision making process	2.81	2.72	3.54
9	Support teachers union activities	2.81	2.73	3.54
10	Improve teaching methods of the faculty by training	2.81	2.73	3.54
11	Organize school activities	2.76	2.73	3.55
12	Listen to students' opinions and remarks	2.81	2.72	3.55
13	Encourage creativity in students and teachers	2.76	2.71	3.55
14	Plan meetings between parents and teachers	2.71	2.72	3.54
15	Organize a school counseling program	2.81	2.73	3.55
16	Represent superiors and execute educational policies	2.67	2.73	3.54
17	Encourage research	2.76	2.72	3.54
18	Present recommendations/suggestions to superiors for the purpose of school improvement	2.76	2.73	3.54
19	Be aware of community social changes	2.76	2.73	3.54
20	Help students and teachers in personal problems	2.76	2.73	3.54

Table 9

Ranks and Mean Ranks of Role-Specific Behaviors

in an Ideal Situation

Item Number	Role-specific Behaviors	Principals		Teachers		Students		Cumulative
		mean rank	rank	mean rank	rank	Mean rank	rank	mean rank
1	Organize school programs	6.10	1	7.89	1	9.82	6	7.94
2	Allocate responsibilities among teachers	6.20	2	8.61	5	9.08	1	7.96
3	Recruit new teachers	6.35	3	9.08	6	9.37	2	8.27
4	Supervise and evaluate teaching methods	9.20	6	8.61	4	9.50	3	9.10
5**	Disseminate educational materials	7.85	4	8.39	2	9.57	4	8.60
6	Maintain discipline and resolve conflicts	8.10	5	9.26	8	10.28	9	9.21
7	Secure medical and recreational services	10.00	7	8.39	2	10.19	8	9.53
8	Invite teachers' contribution to the decision making process	11.30	11	9.10	7	10.38	10	10.26
9	Support teachers union activities	11.70	14	9.74	10	10.04	7	10.49
10***	Improve teaching methods of the faculty by training	11.10	9	9.39	9	9.60	5	10.03
11	Organize school activities	12.70	16	10.41	11	10.56	14	11.22
12	Listen to students' opinions and remarks	12.05	15	10.52	12	10.53	13	11.03
13	Encourage creativity in students and teachers	13.60	19	11.14	13	10.46	11	11.73
14	Plan meetings between parents and teachers	13.25	18	11.71	14	11.28	17	12.08
15	Organize a school counseling program	11.50	13	11.73	15	10.48	12	11.24
16	Represent superiors and execute educational policies	12.85	17	12.64	16	10.75	15	12.08
17	Encourage research	11.15	10	12.86	17	11.04	16	11.68
18****	Present recommendations/suggestions to superiors for the purpose of school improvement	10.75	8	13.44	18	11.63	18	11.94
19*****	Be aware of community social changes	11.40	12	13.52	19	11.99	19	12.30
20******	Help students and teachers in personal problems	12.85	17	13.65	20	13.44	20	13.31

* Ranked as most important by principals and teachers ***** Ranked as 19th ****** Ranked as 20th

*** Ranked as 9th by principals and teachers **** Ranked as 18th by Teachers and students

** Ranked as 4th by principals and students

Table 10

Item Mean Rank Differences Among Principals, Teachers and Students (n = 512)

Item Number	Role-Specific Behaviors	Chi Square
1	Organize school programs	0.762
2	Allocate responsibilities among teachers	36.010*
3	Recruit new teachers	32.327*
4	Supervise and evaluate teaching methods	24.143*
5	Disseminate educational materials	1.683
6	Maintain discipline and resolve conflicts	3.669
7	Secure medical and recreational services	20.539*
8	Invite teachers' contribution to the decision making process	83.440*
9	Support teacners' union activities	38.211*
10	Improve teaching method of the faculty by training	13.434*
11	Organize school activities	2.752
12	Listen to students' opinions and remarks	58.183*
13	Encourage creativity in students and teachers	3.065
14	Plan meetings between parents and teachers	0.214
15	Organize a school counseling program	25.365*
16	Represent superiors and execute educational policies	0.903
17	Encourage research	5.515
18	Present recommendations/suggestions to supervisors for the purpose of school improvement	1.348
19	Be aware of community social changes	8.214*
20	Help students and teachers in personal problems	9.938*

* $p \leq .05$

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